عنوان مقاله:

Implicit Theories of Intelligence and Corrective Feedback Preferences

محل انتشار:

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نویسندگان:

HosseiniZade Samane Saddat - *Department of Language and Literature, Yazd University, Yazd, Iran*

Ali Mohammad Fazilatfar - *Department of Language and Literature, Yazd University, Yazd, Iran*

Ali Akbar Jabbari - *Department of Language and Literature, Yazd University, Yazd, Iran*

Mohammad Javad Rezai - *Department of Language and Literature, Yazd University, Yazd, Iran*

خلاصه مقاله:

Considering the facilitative role of corrective feedback in language learning, the impact of learners' noticing on its effectiveness, and the significant contributions of individual attributes in learners' noticing the corrective feedback, this study is designed to examine how learners' implicit theories of intelligence (Mindset), an individual attribute, predict their preferences for oral corrective feedback (henceforth, OCF). A total of ۱۴۳ Iranian EFL learners participated in the study. The participants were assigned to groups of fixed mindset (N=۲۶) and growth mindset (N=۲۶) based on their scores on Language Mindset Inventory (LMI) scale. The data obtained from the questionnaires were analyzed quantitatively. The results indicated that there were significant differences between the fixed-mindset and the growth-mindset groups in their beliefs toward some aspects of OCF. All in all, it can be claimed that language mindset (henceforth, LM) has a significant role in EFL learners' beliefs about OCF. Pedagogical implications for considering learners' LM in providing OCF are also discussed.

کلمات کلیدی:

oral corrective feedback, corrective feedback preferences, language mindset, implicit theories, learners' beliefs

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